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ABSTRACT

The development of a Student Rating Form to be used by faculty in systematically describing college students is outlined in this first of a series of reports concerned with faculty characterizations of students. The treatment is primarily historical, providing a basis for subsequent technical reports of analyses of faculty definitions of desirable student traits. Data presented includes a thematic analysis of free verbal descriptions by faculty of students, and the results of a factor analysis (suggesting 16 factors) of variables contributed by an early version of Student Rating Form. A complete list of student traits and a copy of the instrument are included. This scale consists of three sections. Part I determines the degree of contact between the faculty member and the student. Part II requires an evaluation of the student's general academic ability compared with those of his classmates, and ascertains his most significant characteristics. Part III provides an evaluation of the student on a number of traits, contrasting him with his classmates. Description of the development of SRF is available in TM 000 174. (Author/LR)

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FACULTY PERCEPTIONS OF STUDENTS

I. The Development of the Student Rating Form

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I. The Development of the Student Rating Form

Abstract

The steps leading to the development of a Student Rating Form, an instrument for use by faculty in systematically describing college students, are outlined in this first of a series of reports concerned with faculty characterizations of students. The treatment is primarily historical, providing a basis for subsequent technical reports of analyses of faculty definition of desirable student traits. Data presented include a thematic analysis of free verbal descriptions by faculty of students, and the results of a factor analysis (suggesting 16 factors) of variables contributed by an early version of the Student Rating Form.

FACULTY PERCEPTIONS OF STUDENTS

I. The Development of the Student Rating Form

Introduction

Over the last five decades there have been many attempts to establish the validity of various non-cognitive measures for predicting success in college. Many personal factors would seem to moderate level of academic achievement: e.g., interest in course work; drive or motivation; freedom from personal problems. Yet the fact that few, if any, substantial findings have been established is attested by reviews of the literature (Fishman & Pasanella, 1960; Harris, 1940; Stein, 1963) or by the fact that there are no widely accepted tools of this type in team with the old workhorses of past achievement and scholastic ability measures.

A number of errors or problems are implicit, however, in most of the past work. The most outstanding of these has been the tendency to restrict the criterion to that readily available, usually the first term or freshman average grade. Psychologists have too frequently devoted their time to the theory or construction of the predictor, the apparently more intriguing member of the predictor-criterion pair; much of the work not concerned with proving a pet notion is marked by urgent need (to establish ground rules for selection) or opportunism (to conduct studies utilizing easy-to-come-by data in the simple correlational design).

Two major factors have contributed to the launching of a series of studies in which the rating scales described herein have played a major part. The first has to do with confidence, of construct validity origin, in many of the carefully developed non-cognitive measures such as, for example, the

Myers-Briggs Type Indicator (Myers, 1962). A second factor is the fresh interest and concern, pervasive among faculty and administration as well as admissions officers (e.g., Kenedy, 1962; McClelland, 1961), for identifying other qualities of promise beyond those reflected by achievement in high school or scholastic aptitude (because, if for no other reason, applicant pools and size restrictions have frequently afforded more than enough applicants qualified on these dimensions, and additional bases for selection must be employed). The most thoughtful reflection of this problem is to be found in Bender's (1960, pp. 52-73) report, upon his retirement, of the admissions problems at Harvard. Although some of this concern may stem from dismay in still finding misfits after such rigorous screening, or from real fears that restriction of admission to only the most intellectually talented will exclude future presidents or other world leaders, there is room for questioning the ability of grades to encompass all valued or valuable qualities.

In this context, the present series of studies was launched. The purpose of the broader research was to determine valued personal qualities beyond those reflected by the grade-point average, as an initial approach to broader definition of criteria. The present paper describes the development of the Student Rating Form, an instrument that employs language and concepts suggested by college faculty themselves and which has been utilized as the basic source of data concerning the nature and structure of faculty perceptions of students. The description, herein, is essentially historical, to provide a base for later papers more directly concerned with technical aspects.

The Initial Survey of Faculty Opinion about Student Characteristics

Under the leadership of Henry Chauncey and David Saunders, and with the assistance of institutional representatives at eight institutions,¹ a preliminary survey of faculty opinion about students was initiated. Cooperative faculty members at each institution (and, in a few instances, administrators, counselors, coaching staff, etc.) were obtained through the institutional representative. Each institution was asked to provide, through these faculty members, free verbal descriptions of 48 students fitting into the categories outlined in Figure 1.

	Highly Desirable	Highly Undesirable
High Academic Performance	8	8
Average Academic Performance	8	8
Low Academic Performance	8	8

(48)

Figure 1

No rigorous procedures were applied in selecting faculty or defining either desirability or the levels of academic performance; the faculty members were asked to select students they knew well. The purpose at this stage was simply to produce a mass and a variety of verbal material, in a context of desirability apart from (or even contrary to) academic performance, from which concepts could be selected and more formal descriptive measures could be developed. From this, Saunders hoped to form "a distillation of

¹Amherst, Caltech, Cornell School of Engineering, Dartmouth, MIT, RPI, Rutgers, and Stanford.

the opinions that occupy the minds of the college evaluators on the subject of desirability and undesirability in college students."²

A thematic analysis of this material was then conducted by Saunders, who attempted to list, with count of frequency of occurrence, adjectives or adjectival phrases that appeared in the descriptions. This resulted in some 330 items, listed as bipolar traits (e.g., "serious-not serious" or "willing to ask questions-unwilling to ask questions"), grouped into 15 categories; this material, with frequency of occurrence, is given in Appendix A.

That the attempt to separate (through the procedure shown in Figure 1) desirability from academic achievement was not entirely successful is shown by the analysis reported in Table 1. Each separate description was examined to determine if the student described represented the extreme of desirable or undesirable; of the descriptions available, only two were sufficiently ambiguous in this regard that a second independent rater disagreed on assignment within the two-fold classification. Among other data collected on students described for the study were SAT scores and most recent grade-point average. Point biserial correlations between the categorization of desirable vs. undesirable and these continuous variables were computed for each institutional group and are given in Table 1. It is apparent that grades were likely a factor in classification as to desirability: all but one of the seven coefficients are positive, and for two institutions the relationships are significant at the .01 level. That the instructions were carried out is questionable.

²Saunders, D. R. Unpublished working paper, 1959.

Table 1

Relationship (r_{pb}) Between Desirable/Undesirable
Classification and Indicated Variables

	<u>N</u>	<u>GPA</u>	<u>SAT-V</u>	<u>SAT-M</u>
Amherst	45	.46**	-.12	.10
Caltech	44	.13	-.26	-.43**
Cornell	48	.08	-.13	-.13
Dartmouth	38	-.02	-.26	-.09
MIT	42	.50**	.11	.14
RPI		(Insufficient Data)		
Rutgers	26	.19	-.17	-.25
Stanford	37	.31	-.17	-.03

** Significant at .01 level.

Of passing interest, however, are the generally negative relationships (Table 1) between desirability and SAT. Though the faculty members were not provided SAT scores, the most reasonable explanation of the generally negative relationships between desirability and SAT is that faculty members recognize ability, but value students who do well in spite of mediocre ability, or dislike able students who perform poorly. At the least, it was apparently more difficult to find desirable students with low grade averages than to find desirable students with low SAT scores but high grade averages.

The Development of the Initial Experimental Rating Form

In 1959, a new researcher, John Ross, assumed responsibility for the project. Among other activities, Ross drew from the thematic categories 32 adjectives or adjectival phrases believed to be representative of the total material and added eight others suggested by Osgood's (1957) work. These 40 "traits" were arranged in a rating scale as bipolar items requiring rating on a seven-point scale. A copy of the resultant criterion instrument has been provided as part of a publication by Ross (1961), which describes his analyses of data collected with this instrument.

In brief, however, Ross returned to the eight colleges participating in the study, and, through the institutional representative, asked that faculty members use the form to provide evaluations of "interesting" students. Again, no rigorous controls in choosing the samples of faculty or students were employed, because of the practical necessity of involving cooperative faculty and the students of their choice whom they knew well enough, for one reason or another, to rate. This may mean the raters represented more student-centered than discipline-centered faculty (if such

a dichotomy may be drawn); but it certainly meant, as inspection of data showed, that students selected were frequently those highly visible because of significant accomplishment (e.g., winning a prominent or prestigious scholarship) or notoriety (e.g., conviction for murder). Nevertheless, descriptions or evaluations of these students were confined, by the rating form, to the more general but hopefully relevant traits therein.

Altogether, 149 faculty members at six of the eight colleges provided 597 sets of ratings of 462 different students (Ross, 1961). Taking a portion of ratings from one institution, Ross ran a principal components factor analysis; then, for three other groups separately, he conducted new factor analyses employing a pattern quartimax procedure in an attempt to fit the subsequent rotations into a frame of reference compatible with the first rotation. Ross' goal was not so much that of defining a structure for faculty perceptions of students, but of "(a) determining similarities between the analyses for different institutions, and (b) specifying a reference framework within which meaningful vectors... may be distinguished" (Ross, 1961, Appendix A, p. 1).

The entire body of data were made available to the writer in 1961, upon his assumption of direction of the project. The previous approach with these data was abandoned because, among other reasons, not only did the factor structure provided seem of little practical use, but also because the samples of faculty and students had not been so carefully drawn that erection of any defense of similarity or difference between the institutions seemed warranted. Toward this point it might be argued also that the relatively general nature of the traits, or their focus on broad personal qualities, would not be likely to differentiate the more subtle differences

among institutions where the distinctive values of faculty might be expected to consist of finer shadings of intellectual goals or qualities of intellectual functioning. Instead, it was decided to exploit the Ross data for whatever suggestions might be provided toward the determination of a structure for faculty perceptions of students, if, for no other purpose, the refinement of the rating device itself.

For the entire group of 597 sets of ratings, intercorrelations among the 40 items were computed.³ These data are presented in Table 2. The matrix was factored and rotated to a Kaiser (1958) normal varimax solution. The relatively conservative criterion of achievement of a symmetrical distribution of residual values around zero was used to determine the number of factors.

Sixteen factors were found, of which the first eight, together accounting for 66.5% of the total variance, are relatively easy to interpret. Factor loadings for the items and contribution of each factor to the common variance are given in Table 3. The eight factors may be tentatively named, from inspection of items loading thereon, as (A) dependability, (B) originality, (C) likeableness, (D) gregariousness, (E) honesty, (F) (physical) strength, (G) independence, and (H) freedom from anxiety. Inspection of factor loadings on the remaining eight factors very tentatively suggest (I) motivation,

³Where an item had been marked "unknown," the scale mid-point had been inserted in place of the missing evaluation.

Table 2
40 Rating Scale Item Intercorrelations, Means, and Standard Deviations, CSCS Combined Sample
(*N* = 499)

	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
1. Thorough	3.0	1.9	-	53	58	00	49	44	49	39	75	63	54	-05	51	49	43	57	50	42	45	52	34	50	75	73	63	45	45	63	80	39	72	45	49	80	47	51	67	79	70	06
2. Competitive	3.2	1.7	-	-	42	-07	20	38	31	38	36	30	36	-02	27	24	18	46	34	14	26	25	15	46	49	44	35	46	36	52	43	34	45	56	50	50	16	34	40	43	44	27
3. Deep	4.8	1.5	-	-02	38	67	32	64	53	49	52	49	52	00	29	44	62	54	40	37	39	31	46	46	43	57	45	46	62	48	45	55	46	51	55	37	49	44	53	51	02	
4. Family unconcerned	3.6	1.0	-	02	-01	07	-02	03	00	00	21	03	00	05	-01	00	05	-02	02	05	04	01	00	-01	00	-01	12	06	06	-01	04	-05	00	01	-02	-02	-05	-01	02	00	02	
5. Willing to take direction	5.3	1.7	-	-	-	-	22	42	16	66	58	49	03	46	56	49	26	23	50	50	75	61	31	47	49	55	33	13	36	53	25	49	27	36	55	53	31	45	50	44	17	
6. Originality	4.8	1.7	-	-	-	-	-	-	-	-	33	34	34	34	37	34	30	36	33	38	42	30	30	51	52	42	31	18	36	49	25	44	34	31	50	34	33	47	53	44	09	
7. Performance improved	4.6	1.5	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
8. Imaginative	5.0	1.5	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
9. Responsible	5.4	1.8	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
10. Dependable	2.8	1.9	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
11. Self-understanding	3.3	1.6	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
12. Carefree	3.7	1.5	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
13. Meek	2.7	1.7	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
14. Liked by Faculty	5.0	1.5	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
15. Honest	2.0	1.4	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
16. Good at analyzing	3.1	1.7	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
17. Good grasp: abstract	4.8	1.8	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
18. Acts ethically	5.8	1.5	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
19. Psychologically healthy	2.8	1.8	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
20. Cooperative	5.7	1.6	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
21. Pleasant	5.8	1.6	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
22. Stamina	2.8	1.6	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
23. Performance	3.2	1.9	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
24. Meets deadlines	2.9	1.9	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
25. Mature	4.5	2.0	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
26. Potential leader	3.5	1.9	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
27. Independent	5.0	1.8	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
28. Resourceful	5.1	1.6	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
29. Works steadily	4.7	1.9	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
30. Expresses self well	3.0	1.7	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
31. Fond of work	3.1	1.6	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
32. Active	5.0	1.7	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
33. Strong	3.0	1.6	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
34. Industrious	5.1	1.8	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
35. Respects college rules	2.6	1.7	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
36. Interest in chosen field	4.8	1.7	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
37. Completes undertakings	2.8	1.6	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
38. Self-disciplined	3.0	1.9	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
39. Good on details	3.2	1.7	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16
40. Gregarious	3.0	1.7	-	-	-	-	-	-	-	-	33	34	45	10	15	32	22	64	56	22	28	20	19	47	30	27	37	45	46	70	31	47	41	56	48	40	16	40	29	34	42	16

Table 3

Factor loadings for the Forty Scale Items of Criterion Form on the Eight Factors
(N = 597)

ITEM	h^2	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
A. INDUSTRY																	
29. Works steadily	81	.81	.21	.26	.00	.09	.03	.14	.07	.04	.07	.03	-.02	-.06	-.03	.00	.02
24. Meets deadlines	78	.81	.15	.20	.10	.13	.05	.05	.02	.06	.07	.03	-.02	-.06	-.03	.00	.02
36. Is self-disciplined	86	.78	.23	.29	.05	.15	.13	.15	.03	-.01	.05	.00	.04	.13	-.04	.00	-.06
1. Thorough	83	.78	.32	.23	.01	.07	.07	.12	-.02	.03	.10	.12	-.03	-.05	.07	-.05	.15
23. Performs to top of ability	77	.78	.21	.22	.10	.06	.05	.08	-.05	.14	.03	.08	.02	.05	-.08	-.13	-.03
34. Industrious	84	.74	.28	.30	.08	.15	.11	.10	-.07	.14	-.07	.07	.02	.16	.03	.01	-.00
37. Completes undertakings	71	.72	.19	.20	.08	.15	.10	-.03	-.02	.04	.02	-.05	.02	.10	.05	.22	.06
39. Good on details	67	.68	.36	.18	.06	.02	.08	.00	.01	-.05	.12	.00	.13	.03	.02	.07	.01
31. Likes work	77	.67	.34	.25	.01	.16	.17	.01	-.12	.23	.04	.00	.10	-.07	-.07	.02	-.04
7. Performance improved	46	.52	.17	.22		.10	-.03	-.13	.11	.03	-.13	.04	-.03	.11	.05	-.06	-.10
B. ORIGINALITY																	
8. Imaginative	93	.13	.92	.07	.13	.03	.04	-.02	.00	.01	-.17	-.09	-.04	.03	.08	-.07	-.02
6. Shows originality	80	.17	.85	.12	.03	.07	.05	.06	.01	-.02	-.10	.01	.00	.00	-.03	.06	-.02
16. Good at analyzing	79	.35	.71	.07	.13	.10	.00	.04	.00	.03	.33	.10	.09	-.02	-.01	.03	.03
3. Deep	71	.30	.66	.24	-.07	.18	.11	.06	.00	.13	.02	.19	.05	.06	.06	.09	.02
17. Good grasp of abstract and fundamental	63	.30	.66	.06	.07	.06	.06	.05	.00	.10	.36	-.03	.06	.03	.00	-.05	-.02
30. Expresses himself well	56	.26	.54	.16	.28	.06	.04	.02	-.09	.04	.06	-.03	.41	.04	.02	.01	.02
C. COMPLIANCE																	
21. Pleasant	82	.13	.09	.83	.25	.15	.05	.02	.00	-.02	.00	-.04	.00	-.01	-.07	-.09	.10
20. Cooperative	80	.93	.08	.74	.14	.23	.04	-.09	.01	.01	.07	.05	-.03	-.03	.06	.01	-.04
5. Willing to take direction	76	.39	.08	.70	.02	.09	.04	-.09	.04	.01	.04	.08	.00	-.08	.03	.09	-.25
19. Psychologically healthy	70	.32	.16	.55	.32	.15	.08	.17	.12	.12	-.01	-.11	.12	.20	-.03	.02	.08
14. Liked by faculty	59	.35	.22	.58	.18	.12	.06	.10	-.02	.19	-.01	-.06	.00	.07	-.02	.11	.03
11. Has self-understanding	71	.38	.38	.55	.12	.09	.07	.14	-.01	-.10	.02	.04	.14	.32	.07	.02	.03
D. SOCIABILITY																	
40. Gregarious	64	-.01	.05	.22	.76	.00	.04	-.04	.04	.01	.01	.01	.01	.00	-.01	-.01	.01
32. Active	77	.30	.48	.11	.51	.03	.29	.16	.01	-.03	-.11	.13	.08	-.04	.00	-.02	.11
26. Potential leader	72	.27	.38	.32	.48	.05	.14	.09	.11	.00	.00	.15	.13	.01	.06	.03	.29
E. ETHICALITY																	
15. Honest	83	.28	.14	.43	.01	.72	.07	.05	.06	.04	.01	.04	.07	.02	.03	-.05	.01
18. Acts ethically	75	.28	.15	.46	.00	.68	.01	.01	-.01	.00	.03	-.01	-.03	.02	.00	.05	.00
F. STRENGTH																	
33. Strong	78	.30	.41	.25	.38	.11	.21	.14	.03	-.02	.01	.11	.10	-.05	.02	.04	.05
22. High stamina	68	.35	.38	.19	.32	.03	.21	.09	-.01	.06	.03	-.01	-.03	.00	.03	-.03	.00
G. INDEPENDENCE																	
27. Independent	68	.28	.46	.03	.09	.07	.12	.22	.12	.03	.02	.02	.01	.02	.02	.00	.02
H. ANXIETY - FAMILY PRESSURE																	
4. Low academic pressure from family	25	.01	.03	.01	.00	.02	.00	.00	.26	-.01	-.02	.02	-.01	-.01	.00	-.01	.02
12. Carefree	46	-.11	.08	.08	.38	-.08	.02	.18	.26	.00	.11	-.20	.03	.07	.02	.05	-.08
(MIXED ITEMS)																	
2. Highly competitive	62	.44	.34	-.03	.34	-.01	.13	.07	-.15	.00	.03	.38	-.05	.02	-.01	-.05	.00
9. Responsible	89	.52	.21	.51	.05	.23	.08	.07	.03	.08	-.02	.03	.01	.10	.08	.06	.04
10. Dependable	77	.53	.21	.49	.03	.17	.12	.08	-.02	-.06	-.01	.03	.01	.08	.03	.03	.01
13. Neat	49	.53	.04	.44	.09	.15	.08	.06	.01	-.06	-.08	.03	.07	.08	.36	.03	.01
25. Mature	79	.57	.31	.44	.13	.12	.16	.18	.20	.03	.04	.16	.14	.10	.01	.02	.15
28. Is resourceful	81	.57	.67	.22	.22	.01	.15	.25	-.02	.01	.04	.01	.02	-.03	-.04	-.02	.01
35. Respects college rules	66	.51	.07	.44	.00	.37	-.03	.05	-.07	.17	-.04	-.09	.01	-.01	.04	.31	-.02
36. Great interest in chosen field	53	.45	.37	.14	.03	.09	.02	.04	-.10	.40	.06	.01	.02	-.02	.00	.03	.00
Percent Contribution to Common Variance																	
		31.5	20.4	18.0	7.4	5.5	3.0	2.6	2.2	1.4	1.4	1.4	1.3	1.0	1.0	0.9	0.9

Note: Decimal points have been omitted.

(J) intellectual ability, (K) competition, (L) verbal fluency, (M) self-insight, (N) dependability, (O) maturity (?), and (P) leadership.⁴

Three research psychologists were then given the factor structure as described by the first eight factors (Table 3), together with cards listing separately each unused item from Saunders' original thematic categories. These judges were asked to assign each of these items to one of the eight clusters, or, in the absence of clear fit, to new clusters of their own choosing. The purpose, of course, included not only the matter of finding additional items for building up the eight factor scales, but also the delineation of additional areas in the event the original 40 items did not reasonably represent the total content of the original material.

Among the three judges, there was agreement that leftover items pertained to the following additional areas and could be identified as such: (1) intellectual ability; (2) academic performance; (3) intellectual curiosity; (4) open-mindedness; (5) social values; (6) planfulness, and (7) conformity. Clear statements of the first two, though prominent in Saunders' data, had been omitted from Ross' form because of the concern with qualities beyond these traits specifically.

It would seem more reasonable, in view of the emphasis faculty seem to place on scholastic achievement and ability characteristics, to incorporate these traits into any rating device and then control resulting measures

⁴ Because of the availability of more definitive material from the revised rating forms, no interpretation of these factors is offered here. Those interested in such a discussion are referred to the third report in this series entitled "Structure of Faculty Perceptions of Students."

later through statistical means. Indeed, it would be impossible to examine faculty perception of students apart from their perception of ability and performance unless the latter is known.

Therefore, the revised rating form was drawn up with a first group of items from Saunders' analysis representing these two areas, as well as seven of the first eight areas suggested by the factor analysis (physical strength was dropped) and the five other areas identified by the judges. One additional area, that of cultural sophistication (and postulated by Trow (1960) to be of considerable theoretical importance), was also incorporated into the proposed revision. This yielded, then, 14 areas, each represented by the number of items shown in Table 4. Finally, those categories used in 15 or more instances in the original Saunders' material and not obviously represented in the new group of items were added (e.g., "sense of humor"). This yielded 79 items; one final item, designed to elicit general desirability or appropriateness of the student for the college, was added.

Each item was again cast as a bipolar trait; the decision was made, rather arbitrarily, to require rating on a five-point scale. In addition, each item was cast in a format with a provision for indicating no information or opinion. The direction of the "positive" end (left or right) for each item in sequence was chosen by a random means; items were so placed that the widest possible separation from related items might be achieved.

The resultant 80 items were pilot tested by submission to some 70 psychologists over the country, with instructions to use the form to rate a student they knew well and to comment on any difficulties. Approximately 50 such forms were completed and returned with a variety of comment, usually directed toward ambiguity of terms. Clarifications were attempted, or new

Table 4

Anticipated "Factors" and Number
of Items Selected for Each

1. Academic Performance and Ability	6
2. Steady Work	6
3. Creativity	6
4. Cooperativeness	6
5. Gregariousness	6
6. Independence	3
7. Cultural Sophistication	5
8. Open-Mindedness	6
9. Intellectual Curiosity	6
10. Anxiety	5
11. Conformity	6
12. Planfulness	3
13. Ethicality	3
14. Altruism	6
(Additional Items, Unassigned)	<u>7</u>
Total	80

items substituted; the final form was then drawn up, with sections for identification of institution, rater, and student, and for describing the extent of contact between rater and student.

The final form, first employed in a round of studies beginning in 1962, is provided as Appendix B. This is the basic instrument employed in 1962-64 for the research studies that are described in subsequent reports in this series. These reports will be devoted to the definition of desirability separate and apart from academic ability and achievement, the structure of faculty perceptions of students drawn from factor analytic study of these items, correlates of the resultant perceptual dimensions, and technical characteristics of the rating form.

Limitations of the Student Rating Form

The structures that the resultant rating form encompasses, as well as their reliability and validity, will be dealt with in subsequent papers. There are several limitations, however, that are apparent from the information provided thus far.

The first has to do with the origin of the traits and the manner of soliciting the material. The reliance on faculty, though extremely meaningful in some senses, is nevertheless a reliance on lay judges, where impressionable opinions and relatively loose language may run rampant.

A second limitation is that focus on highly visible students at the very beginning of this series of studies may have emphasized the atypical or the extremes; the emphasis on personal qualities, rather than on dynamic systems of how people function (particularly, how they function intellectually

or academically), may have provided a value structure that some faculty at least would place secondary to other values concerning students or their growth. The traits may certainly have been different had faculty been asked, say, to describe what traits they attempted to create or stamp into students through their lectures and assignments or through their personal contact with students.

A third limitation stems from the nature of interpersonal contact between students and faculty, and the limitations that such a frame as that provided may impose on the specification of desirable qualities. Faculty may not be able to know many students very well in the limited range of situations afforded by the classroom or occasional conference or contact outside of class. For example, there is virtually no reference in the materials to growth or development over time. This may stem from the fact that few faculty get to know many students intimately over time.

A fourth limitation grows out of restrictions in the sample of institutions. A substantial segment of types and levels of institutions is omitted. For example, in interviews with faculty at a small church-related college, the writer noted frequent reference to qualities of Christian commitment, a concept not appearing as such in the data at hand. The Vassar studies (Brown, 1960), though highly similar in purpose and manner of solicitation of original material from faculty, produce concepts which fit stereotypes of female students (e.g., "social maturity"), but which are generally absent in the descriptions of males solicited by this study.

Finally, and in large part a function of the limitation that the scales are cast in the language faculty use, is the fact that the instrument produced is not a device for measuring criterion qualities in students, but rather a

vehicle for studying faculty preferences. It is, of course, a legitimate question to ask how well the faculty members may agree in their opinionable labels for specific students. But, by and large, the developed instrument may more appropriately be directed to the question of content and structure of faculty opinion about students than to the measurement of student characteristics.

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APPENDIX A

Student Traits Extracted from Free Verbal
Descriptions of Students by Faculty and Staff

Student Traits Extracted from Free Verbal Descriptions of Students by Faculty and Staff (Saunders, 1958)*

Category I: GOALS

Item	Freq.	Item	Freq.
1. Has Personal goals	16	7. Able to direct interests	2
2. Personal goals practical	7	8. Personal objectives highly defined	13
3. Capable of self-direction	10	9. "Purposeful"	5
4. Able to plan	11	10. Little need to direct student	5
5. Able to make short range plans	1	11. Sets standards for self	2
6. Able to make long range plans	1		

Category II: INTELLECTUAL BACKGROUND AND TRAINING

1. Imaginative	19	20. Able to respond to material	14
2. Original	7	21. Able to evaluate	1
3. Articulate	11	22. Able to apply material learned	9
4. Grasp of mechanics	1	23. Able to deal with details	9
5. Grasp of reading	1	24. Able to draw on formerly learned material	1
6. Grasp of writing	3	25. Able to summarize	1
7. Quick	15	26. Able to work without supervision	4
8. Intuitive	3	27. Good ability to judge	27
9. Alert	13	28. Penetration	3
10. Good memory	6	29. Depth	2
11. Tenacious	6	30. Able to deal with facts	5
12. Creative	4	31. Able to analyze	10
13. Exploratory	1	32. Able to grasp basic laws and concepts	11
14. Able to criticize	3	33. Able to organize	6
15. Able to follow reasoning	2	34. Able to make deductive inferences	4
16. Able to make decisions	6	35. Concise	1
17. Able to grasp the obvious	2	36. Able to think	10
18. Able to grasp the not-so-obvious	1	37. Able to synthesize	1
19. Able to deal with abstractions	6		

Category III: METHOD OF OPERATION

1. Logical reasoning	3	12. Thorough	11
2. Honest	37	13. Industrious	54
3. Trustworthy	8	14. Integrity	15
4. Reliable	17	15. Much drive	40
5. Dependable	25	16. Loyal	7
6. Serious	19	17. Systematic	4
7. Wary	1	18. Good study habits	8
8. Cautious	2	19. Patient	2
9. Careful	8	20. Truthful	3
10. Conscientious	23	21. Hopeful	1
11. Enthusiastic	27		

Category IV: ASPECTS OF "THIRST FOR KNOWLEDGE"

1. Investigates material for self	9	23. Strict adherence to deadlines	24
2. Open-minded	16	24. Large range of interests	29
3. Curious	17	25. Aggressive	4
4. Sensitive	8	26. Neat	3
5. Adaptable	19	27. Businesslike attitude	2
6. Flexible	4	28. Versatile	7
7. Objective	4	29. Forceful	8
8. Intense interest	42	30. Receptive	13
9. Positive	8	31. Desire to excel	4
10. Eager to learn	23	32. Shrewd; hardheaded	4
11. Persistent	25	33. Outspoken	9
12. Follows through	13	34. Practical	4
13. Much initiative	10	35. Regular class attendance	18
14. High motivation	30	36. Great facility	2
15. Willing	9	37. Great self-discipline	18
16. Inspired	3	38. Low need for outside reassurance	3
17. Great self-control	9	39. Efficient	7
18. Optimistic	3	40. Good attitude	4
19. Idealistic	5	41. Dexterous	2
20. Adventurous	4	42. Great desire to learn skills	1
21. Resourceful	6	43. Good concentration	5
22. Desire to take advantage of opportunities	11	44. Reflective	1

* Note: (1) Labels shown for categories are those provided by Saunders. These should be viewed as representing a working frame of reference in thematic extrapolation, rather than any final structure.

(2) Frequencies shown indicate both positive and negative comment, though only the positive side is labeled.

Category V: ASPECTS OF "WILLINGNESS TO LEARN"

<u>Item</u>	<u>Freq.</u>	<u>Item</u>	<u>Freq.</u>
1. "Teachable"	3	9. Willing to suspend judgment	2
2. Willing to go beyond letter of assignment	17	10. Willing to approach new material	2
3. Willing to ask questions	3	11. Willing to listen	6
4. Willing to expose self	6	12. Willing to take blame	10
5. Willing to take suggestions	12	13. Willing to take direction	4
6. Willing to seek help	7	14. Willing to "face reality"	6
7. Willing to work in a group	2	15. Willing to cope with necessary routine chores	4
8. Willing to take criticism	4		

Category VI: EMOTIONAL INTERACTION WITH LEARNING PROCESS

1. Able to cope with emergencies	7	8. High quality of standards set for self	1
2. Reacts favorably to assignments	7	9. Able to work in a group	18
3. Reacts favorably to exams	2	10. Grades unimportant in motivation	10
4. Able to perform under pressure	9	11. Able to plan time	27
5. Able to learn from experience	5	12. Low disposition to worry	7
6. Able to avoid making same mistakes twice	2	13. High adherence to goals	7
7. Able to learn from experience in one area and apply learning in another area	1	14. Able to work independently	13
		15. Utilizes full capacities	16

Category VII: OBSERVED RESULTS OF LEARNING PROCESS

1. High quality of thought	3	11. Good intellectual qualities consistently exhibited	15
2. Questions highly applicable	8	12. Interest in chosen field	11
3. High quality of work performed	10	13. Likelihood of later contribution to society	12
4. Much enjoyment exhibited	8	14. Responsibility toward education received	4
5. High quality of contribution to discussion	15	15. Own standards met to high degree	1
6. Work applicable	1	16. Able to distinguish essentials from incidentals	5
7. General effect on educational process positive	1	17. Good grades made with ease	5
8. Comprehension of "the meaning of an education"	5	18. Able to master new material	2
9. Effort well-directed	12	19. Able to apply knowledge	2
10. High intensity of effort	39		

Category VIII: NATIVE CAPACITY

1. High intellectual background	2	5. Superior IQ	48
2. High cultural background	1	6. Superior performance	95
3. Performance better than promise	60	7. Superior promise at entrance	19
4. Performance better than abilities	27	8. Superior ability	88

Category IX: FAMILY AND PERSONAL BACKGROUND

1. Positive family influence	6	14. Student's own marriage stable	1
2. Family support of academic interests	1	15. Family values not reflected in student's own actions and plans	4
3. Family support of social interests	1	16. Family values positively directed	1
4. No pressure from family	3	17. Positive general family attitude toward student	9
5. No academic pressures	4	18. Great compliance with family's wishes	1
6. No emotional pressures	1	19. High degree of independence allowed at home	3
7. No financial pressures	1	20. No family upheavals or deaths during college years	1
8. No physical pressures	1	21. No physical handicap	4
9. No social pressures	2	22. Family financially secure	4
10. Low response to family pressures	1	23. Conditioning "unspoiled"	4
11. Positive response to family pressures	2	24. High physical stamina	10
12. Favorable attitude toward family	3		
13. Highly stable family	4		

Category X: PERCEPTION

<u>Item</u>	<u>Freq.</u>	<u>Item</u>	<u>Freq.</u>
1. Able to appraise own abilities	8	6. Aware of social values	1
2. "At peace" with self	3	7. Aware of consequences of actions	1
3. High self-understanding	11	8. Aware of effect on others	6
4. Not now or formerly under psychiatric treatment	3	9. High understanding of needs of others	3
5. Able to handle self	1		

Category XI: POSITIVE VS. NEGATIVE ATTITUDES TOWARD

1. Social participation	1	10. Power	1
2. Rights of others	8	11. Independence	2
3. Needs of others	1	12. Self-improvement	6
4. Faculty and university	7	13. University rules	9
5. Intellectual material	1	14. Wishes of others	21
6. Challenge	13	15. Society's standards	8
7. Competition	14	16. Ethical values	10
8. Responsibility	9	17. Authority	10
9. Status	1		

Category XII: EMOTIONAL INTERACTION WITH SOCIAL PROCESS

1. Well-balanced personality	15	26. Neat	11
2. Strong personality	5	27. Clean	1
3. High strength of character	16	28. Refined	7
4. High social and moral resources	3	29. Good-natured, even-tempered	19
5. High level of maturity	68	30. Proud	7
6. Early maturity	12	31. Deep	4
7. Great ability to adapt to college	5	32. Courageous	13
8. High ego strength	3	33. Ambitious	15
9. Well-adjusted	15	34. Insightful	11
10. Firm convictions	11	35. Thoughtful	7
11. Good sense of humor	30	36. Warm	8
12. Much charm	4	37. Cheerful	4
13. Few idiosyncracies	4	38. Relaxed	9
14. Affable; sociable	18	39. Tranquil	7
15. Responsible	22	40. Agreeable	17
16. Poised	11	41. Kind	1
17. Liberal	10	42. Independent	19
18. Highly organized	16	43. Frank	1
19. No need to stand out	24	44. Consistent	9
20. Unaggressive	21	45. Respectful	3
21. Stable	16	46. Courteous	10
22. Modest	18	47. Tactful	13
23. Straightforward	6	48. Well-mannered	10
24. Above-board	8	49. Polite	7
25. Pleasant	38	50. Physically energetic	16

Category XIII: STATE OF MIND BROUGHT TO SOCIAL SCENE

1. Uncritical	10	14. Self-confident	29
2. Highly individualistic	4	15. Able to make non-academic decisions	2
3. Egalitarian	13	16. Sincere	20
4. Not self-centered	28	17. Interested in others	22
5. Much confidence in others	4	18. Tolerant	10
6. Gregarious	46	19. Cooperative	28
7. Unwilling to be taken advantage of	2	20. Broad horizons	3
8. Friendly	29	21. Appreciative	6
9. Willing to help others	15	22. Humane	1
10. Sympathetic	6	23. Self-critical	1
11. High social motivation	3	24. Principled	5
12. Little self-concern	24	25. Happy	2
13. Well-developed sense of social mores	4		

Category XIV: OBSERVED RESULTS OF SOCIAL INTERACTION

<u>Item</u>	<u>Freq.</u>	<u>Item</u>	<u>Freq.</u>
1. Socially acceptable	49	15. Social group usually large	3
2. Well-liked by peers	54	16. Good effect on others	23
3. Well-liked by faculty	28	17. Friendships of high intensity	4
4. Extensive interpersonal relations	12	18. Participation in extracurricular activities	26
5. Degree of conformity	7	19. Versatile extracurricular interests	6
6. Respect inspired in others	24	20. Personal growth from interpersonal contacts	7
7. Effective in social contact	39	21. Rating as member of community	16
8. Easy interpersonal relations	7	22. Not easily influenced by others	8
9. Level of social development	2	23. Good conversationalist	6
10. Confidence inspired in others	8	24. Integration into campus life	4
11. Frequently a leader	15	25. Participation in athletics	10
12. Great leadership ability	33	26. Ability in athletics	6
13. Performance as a leader	30	27. Athletic performance	7
14. Intensity of social participation	9	28. Never drunk	7

Category XV: DISCIPLINARY RECORD

1. Good university disciplinary record	8	3. Good classroom deportment	1
2. No police record	3		

APPENDIX B
Student Rating Form

EDUCATIONAL TESTING SERVICE
Form SRF 3 (1962)

STUDENT RATING FORM

Name of Student _____ Class _____

Institution _____

Name of Rater _____

Position or Rank _____ Department _____

Date of Rating _____

PART I

Extent of Contact with the Student:

- A. I have known the student for _____ ☐ quarters ☐ semesters ☐ years
(no.) (indicate which)
- B. *Present contact* (check and complete one)
- ☐ The student is now in my class _____ with approximately _____ other
students in his section. (course number) (no.)
- (or) ☐ The student is *not* now in one of my classes; my present contact with him is: _____
(describe relationship)
- C. I have become acquainted with the student through the following kinds of contacts (check all applicable):
- a ☐ as a student in *one* class
 - b ☐ as a student in *more than one* class
 - c ☐ through review of assignments or performance on quizzes or examinations
 - d ☐ through observation or supervision of laboratory work
 - e ☐ through personal conference about academic work or interests
 - f ☐ through personal conference about matters other than academic work
 - g ☐ as an advisee
 - h ☐ through reactions of other faculty
 - i ☐ through observation in dormitory or campus activities
 - ☐ other (describe) _____
- D. With regard to the student's academic ability, interest, and performance, I feel I know him
☐ extremely well ☐ moderately well ☐ not very well ☐ not at all
- E. With regard to how the student handles himself with other people, and particularly with his peers, I feel I know him
☐ extremely well ☐ moderately well ☐ not very well ☐ not at all
- F. With regard to the student's *personal development* (his general maturity, aspirations, values, source of motivation, etc.), I feel I know him
☐ extremely well ☐ moderately well ☐ not very well ☐ not at all

PART II

Most Significant Characteristics of the Student



A. **Instructions:** First, please indicate your judgment of the student's general academic ability versus his performance in comparison with others in his class. Although one measure of these qualities is available from admissions tests and overall grade point average, *your* evaluation as a function of *your particular recent experience with the student* is desired here. Choose the one alternative in each of the three items below which best describes him.

1. In *scholastic aptitude*, this student would stand (among others in his class)

☐ high	☐ average or adequate	☐ low	☐ unknown
-------------------------------	--	------------------------------	----------------------------------
2. In academic course work, his *performance* is

☐ outstanding	☐ average or undistinguished	☐ poor	☐ unknown
--------------------------------------	---	-------------------------------	----------------------------------
3. *Compared with other students of similar ability*, his *performance* is

☐ better	☐ about as expected	☐ worse	☐ unknown
---------------------------------	--	--------------------------------	----------------------------------



B. **Instructions:** The purpose of the next section is to obtain your description of the student in terms of some characteristics on which he may stand out from other students at this institution in a marked way.

In each item below, your task is to complete the sentence by checking the most appropriate answer. If neither of the two extreme alternatives which would complete the sentence fits this student, mark the box labeled "neither alternative accurate." If you have no knowledge or opinion of the student in the given area, you should check the box labeled "unknown."

1. With regard to *intellectual curiosity* and interest in ideas or unknowns, this student

☐ has a genuine, spontaneous interest in intellectual activities	
☐ accepts course work in a relatively routine, matter-of-fact fashion	
☐ neither alternative above is accurate for this student	☐ unknown
2. In *academic work habits*, this student

☐ prepares himself thoroughly and effectively	
☐ appears haphazard and disorganized	
☐ neither alternative accurate	☐ unknown
3. In terms of *creative ability and originality*, this student shows

☐ keen originality and resourcefulness	
☐ stereotyped, unimaginative ways of thinking about a problem	
☐ neither alternative accurate	☐ unknown
4. *As an individual*, I find this student

☐ extremely likable	
☐ very difficult to like	
☐ neither alternative accurate	☐ no opinion
5. In *relationships with his classmates* or in campus life, this student is

☐ quite well-accepted, an active participant, and/or most effective with peers	
☐ devoid of skill in human relationships	
☐ neither alternative accurate	☐ unknown

PART II (Continued)

6. In *personal adjustment*, this student

☐ appears extremely well-balanced and stable

☐ has considerable personal difficulties

☐ neither alternative accurate

☐ unknown

7. In *capacity for self-direction*, this student

☐ appears completely self-sufficient in organizing his work and daily life

☐ leans heavily on others for guidance

☐ neither alternative accurate

☐ unknown

8. In personal qualities which affect learning and *ability to profit from experience*, this student seems

☐ readily open and receptive to new ideas

☐ unwilling or unable to consider new attitudes or viewpoints

☐ neither alternative accurate

☐ unknown

9. In terms of *compatibility with the cultural climate of college*, this student

☐ takes the academic and intellectual life easily in stride

☐ appears awkward or out-of-place among his more sophisticated peers

☐ neither alternative accurate

☐ unknown

10. With regard to *basic integrity*, this student

☐ is thoroughly honest and straightforward

☐ may not be completely honest

☐ neither alternative accurate

☐ unknown

11. With regard to *social values*, this student

☐ shows keen interest in ethical principles and concern for the welfare of others

☐ appears self-centered and does not show evidence of a sense of social responsibility

☐ neither alternative accurate

☐ unknown

12. In *planning for the future*, this student

☐ seems to have a clear and realistic set of academic and vocational goals

☐ appears confused and unsure of his interests and goals

☐ neither alternative accurate

☐ unknown

C. In a sentence or phrase, please state what you believe to be the most significant or descriptive characteristic of this student:

PART III



Instructions: In this part, you are asked to rate the student on each of a number of traits, which are described by the two words or phrases defining the extremes of the scale. In rating the student, you should attempt to evaluate him against other members of his class.

If you feel the student is *very well described* by one end of the scale or the other, place a check mark (✓) in the box nearest the appropriate end, e.g.,

talkative ☒ ☐ ☐ ☐ ☐ quiet

If you feel the student is *somewhat better described* by one end of the scale than the other, place a check mark in the second box from the appropriate end, e.g.,

irresponsible ☐ ☒ ☐ ☐ ☐ responsible

or

irresponsible ☐ ☐ ☐ ☒ ☐ responsible

If you cannot decide between the alternatives, or if you feel the student should be rated about half-way between the two extremes, place your check mark in the middle box, e.g.,

carefree ☐ ☐ ☒ ☐ ☐ anxious

If you do not know enough about the student to rate him on any particular scale, place a check in the box to the right of the scales labeled "unknown," e.g.,

liberal ☐ ☐ ☐ ☐ ☐ conservative

unknown

☒



Important: Please remember that in this section you are to rate the student in comparison with his classmates in one of the foregoing ways on *every* item.

		1	2	3	4	5		unknown
1.	low academic performance	☐	☐	☐	☐	☐	high academic performance	☐
2.	works steadily	☐	☐	☐	☐	☐	works by fits and starts	☐
3.	low interest in chosen field	☐	☐	☐	☐	☐	high interest in chosen field	☐
4.	unimaginative	☐	☐	☐	☐	☐	imaginative	☐
5.	pleasant	☐	☐	☐	☐	☐	unpleasant	☐
6.	solitary	☐	☐	☐	☐	☐	gregarious	☐
7.	independent	☐	☐	☐	☐	☐	dependent	☐
8.	culturally impoverished	☐	☐	☐	☐	☐	culturally rich	☐
9.	flexible	☐	☐	☐	☐	☐	rigid	☐
10.	lacks intellectual interests	☐	☐	☐	☐	☐	has broad intellectual interests	☐
11.	worries a lot	☐	☐	☐	☐	☐	seldom worries	☐
12.	conforming	☐	☐	☐	☐	☐	non-conforming	☐
13.	below average ability	☐	☐	☐	☐	☐	above average ability	☐
14.	meets deadlines	☐	☐	☐	☐	☐	does not meet deadlines	☐
15.	self-centered	☐	☐	☐	☐	☐	interested in others	☐

PART III (Continued)

		1	2	3	4	5		unknown
16.	lacks originality	☐	☐	☐	☐	☐	shows originality	☐
17.	cooperative	☐	☐	☐	☐	☐	uncooperative	☐
18.	not active in campus life	☐	☐	☐	☐	☐	active in campus life	☐
19.	honest	☐	☐	☐	☐	☐	dishonest	☐
20.	socially immature	☐	☐	☐	☐	☐	socially mature	☐
21.	intellectually immature	☐	☐	☐	☐	☐	intellectually mature	☐
22.	not eager to learn	☐	☐	☐	☐	☐	eager to learn	☐
23.	tense	☐	☐	☐	☐	☐	calm	☐
24.	conventional	☐	☐	☐	☐	☐	individualistic	☐
25.	poor grasp of abstract	☐	☐	☐	☐	☐	good grasp of abstract	☐
26.	self-disciplined	☐	☐	☐	☐	☐	not self-disciplined	☐
27.	not altruistic	☐	☐	☐	☐	☐	altruistic	☐
28.	good at analyzing	☐	☐	☐	☐	☐	poor at analyzing	☐
29.	likable	☐	☐	☐	☐	☐	not likable	☐
30.	not a leader among peers	☐	☐	☐	☐	☐	leader among peers	☐
31.	self-directing	☐	☐	☐	☐	☐	influenced by others	☐
32.	personal goals vague	☐	☐	☐	☐	☐	personal goals clear	☐
33.	willing to ask questions	☐	☐	☐	☐	☐	not willing to ask questions	☐
34.	not interested in ideas	☐	☐	☐	☐	☐	interested in ideas	☐
35.	unhappy	☐	☐	☐	☐	☐	happy	☐
36.	low need to stand out	☐	☐	☐	☐	☐	high need to stand out	☐
37.	must work hard for grades	☐	☐	☐	☐	☐	makes good grades with ease	☐
38.	thorough	☐	☐	☐	☐	☐	haphazard	☐
39.	status-centered	☐	☐	☐	☐	☐	not status-centered	☐
40.	shallow	☐	☐	☐	☐	☐	deep	☐
41.	willing to take direction	☐	☐	☐	☐	☐	not willing to take direction	☐
42.	introverted	☐	☐	☐	☐	☐	extroverted	☐
43.	acts ethically	☐	☐	☐	☐	☐	acts unethically	☐
44.	socially naive	☐	☐	☐	☐	☐	sophisticated	☐
45.	open-minded	☐	☐	☐	☐	☐	closed-minded	☐

PART III (Continued)

		1	2	3	4	5		unknown
46.	does not read widely	☐	☐	☐	☐	☐	reads widely	☐
47.	poor self-understanding	☐	☐	☐	☐	☐	good self-understanding	☐
48.	orthodox in behavior	☐	☐	☐	☐	☐	unorthodox in behavior	☐
49.	intellectually slow	☐	☐	☐	☐	☐	intellectually quick	☐
50.	industrious	☐	☐	☐	☐	☐	lazy	☐
51.	little concern for welfare of others	☐	☐	☐	☐	☐	high concern for welfare of others	☐
52.	not creative	☐	☐	☐	☐	☐	creative	☐
53.	stable	☐	☐	☐	☐	☐	unstable	☐
54.	not liked by peers	☐	☐	☐	☐	☐	liked by peers	☐
55.	low need for reassurance	☐	☐	☐	☐	☐	high need for reassurance	☐
56.	low motivation to achieve	☐	☐	☐	☐	☐	high motivation to achieve	☐
57.	fair-minded	☐	☐	☐	☐	☐	prejudiced	☐
58.	unrealistic in outlook	☐	☐	☐	☐	☐	realistic in outlook	☐
59.	negative family influence	☐	☐	☐	☐	☐	positive family influence	☐
60.	accepts majority values	☐	☐	☐	☐	☐	rejects majority values	☐
61.	performs below ability	☐	☐	☐	☐	☐	performs to top of ability	☐
62.	completes undertakings	☐	☐	☐	☐	☐	does not complete undertakings	☐
63.	pessimistic	☐	☐	☐	☐	☐	optimistic	☐
64.	not intellectually versatile	☐	☐	☐	☐	☐	intellectually versatile	☐
65.	affable	☐	☐	☐	☐	☐	cold	☐
66.	does not work well with others	☐	☐	☐	☐	☐	works well with others	☐
67.	principled	☐	☐	☐	☐	☐	unprincipled	☐
68.	values unlike those of faculty	☐	☐	☐	☐	☐	values like those of faculty	☐
69.	open to new experience	☐	☐	☐	☐	☐	not open to new experience	☐
70.	not a serious student	☐	☐	☐	☐	☐	a serious student	☐
71.	argumentative	☐	☐	☐	☐	☐	placid	☐
72.	has few idiosyncrasies	☐	☐	☐	☐	☐	has many idiosyncrasies	☐
73.	low intellectual curiosity	☐	☐	☐	☐	☐	high intellectual curiosity	☐
74.	ill at ease in college culture	☐	☐	☐	☐	☐	at home in college culture	☐
75.	low respect for human dignity	☐	☐	☐	☐	☐	high respect for human dignity	☐

(continued on next page)

PART III (Continued)

		1	2	3	4	5		unknown
76.	modest	☐	☐	☐	☐	☐	arrogant	☐
77.	generally objective in forming opinions	☐	☐	☐	☐	☐	generally not objective in forming opinions	☐
78.	humorless	☐	☐	☐	☐	☐	good sense of humor	☐
79.	low level of physical energy	☐	☐	☐	☐	☐	high level of physical energy	☐
80.	the kind of student this institution <i>should</i> admit	☐	☐	☐	☐	☐	the kind of student this institution <i>should not</i> admit	☐